

# Childminder report

<b>Inspection date</b>	11 June 2019
Previous inspection date	12 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The quality of teaching is variable. The childminder has not sought out opportunities to update her teaching skills. Her interactions with children are not consistently effective in maintaining children's interest and encouraging them to develop new skills and knowledge.
- The childminder does not use what she knows about children's abilities and interests to plan and deliver learning experiences that are tailored to their individual needs. Children make steady, rather than good, progress.
- Children do not take part in a wide range of activities that help them learn about the similarities and differences between themselves and others and develop their understanding of diversity.
- The childminder has not identified the weaker aspects of her practice, in order to improve what she does and outcomes for children.

### It has the following strengths

- The childminder is kind and caring. She builds warm relationships with children.
- The childminder has established an effective two-way flow of information with parents about children's routines so that children can benefit from a consistent approach to meeting their care needs.
- The childminder provides a safe and welcoming environment for children. She supervises children closely. Children follow robust hygiene routines that promote their good health.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
focus professional development on improving teaching skills, in order to provide children with effective support and challenge to enable them to make good progress	12/08/2019
plan and deliver learning experiences that capture children's interest and meet their individual developmental needs	12/08/2019
provide children with a wide range of experiences that help them develop a suitable understanding of diversity.	12/08/2019

### To further improve the quality of the early years provision the provider should:

- improve the use of self-evaluation to identify and address weaknesses in practice, to improve outcomes for children and the overall quality of the provision.

### Inspection activities

- The inspector saw the areas of the childminder's home she uses when childminding and discussed arrangements for identifying and minimising risks.
- The inspector observed the childminder and children and evaluated the quality of teaching and learning.
- The inspector took account of the views of parents.
- The inspector discussed the childminder's understanding of safeguarding and child protection.
- The inspector looked at documentation, including children's records and the childminder's policies.

**Inspector**  
Sarah Holley

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does not evaluate the quality of her provision thoroughly enough to identify weaker aspects of her practice or to make the necessary improvements. For example, she has not identified that the professional development she has undertaken has not been focused enough on developing her teaching skills further. There has been a decline in the consistency of the quality of teaching since the last inspection. Parents speak warmly of the childminder and report that their children are happy and settled. Safeguarding is effective. The childminder knows how to recognise and respond to any concerns about a child's welfare in order to keep them safe.

### Quality of teaching, learning and assessment requires improvement

The childminder monitors and assesses children's progress. She identifies what she would like each child to learn next. However, she does not use this information thoroughly to plan and deliver learning experiences that challenge and support children's individual learning. That said, children are learning through their self-initiated play. For example, they make pretend cups of tea and use chalk boards to make marks and draw. They enjoy completing puzzles and the childminder shows them how to move the pieces so that they fit. Although the childminder is very chatty, she is not fully effective in encouraging children to use their own developing speaking skills. She sometimes asks questions which are too long and complicated for younger children to understand or answer.

### Personal development, behaviour and welfare require improvement

Children spend too much of their time taking part in activities that are not challenging or engaging enough. At these times they are easily distracted, for example by the television that is on in the background. That said, children show that they are comfortable in the childminder's home. They are happy for other children to join in their play and they show some interest in the toys and resources that are available. Children behave well. The childminder meets their care needs effectively. She offers lots of cuddles when children are upset. Children snuggle in and are soothed by her reassuring words. Children develop a suitable understanding of the benefits of a healthy lifestyle. For example, through regular trips to local parks for fresh air and exercise.

### Outcomes for children require improvement

Due to the variations in teaching, children are not progressing at the rate of which they are capable. They are gaining some of the skills in preparation for starting school or nursery. For example, they become more confident in their toileting and learn to follow good hygiene routines. Children learn to mix with other children and to play cooperatively. However, they have limited opportunities to develop into curious and independent learners. For example, during a biscuit icing activity, children spent much of their time watching the childminder complete the activity and they lost interest. Children do not take part in a wide range of experiences that help them fully to learn about the diverse world in which they live.

## Setting details

<b>Unique reference number</b>	EY403922
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10106689
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 May 2015

The childminder registered in 2010 and lives in Banbury, Oxfordshire. She operates Monday to Thursday from 7am to 5.30pm, during term time only.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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